Learning Conversation Notes	
Name of Partner:	Date:
Rocklin Unified School District/City of	5/11/05
Rocklin Inclusive Preschool Setting.	
Number Served:	Ages:
Since Jan. 1, 2005 -16 special needs	Of the 16 children with special needs:
children have been integrated into the	2- 3 year olds
inclusive preschool setting (9 of these	9- 4 year olds
children have been served since July 2004 and were included in the last LC	5- 5 year olds
demographics)	Of the 97 typically developed children:
demograpmes)	48- 3 year olds
Typically Developed Children:	49- 4 year olds
97	
When Served:	Gender:
July 1, 2004-present	14 of the children with special needs were males and 2 were female.
	48 of the typically developed children were males and 49 were female.
	males and 49 were lemale.
	Ethnicity:
	13 of the children with special needs were
	Caucasian, 1 was Palau, 1 was Hispanic
	and 1 was Turkish.
	70 of the typically developed children were
	Caucasian, 4 were Hispanic, 2 were
	Filipino, 4 were African American, 7 were
	East Indian, 9 were Asian, 1 was Other.
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Conversation Participants: Katherine Magoffin, Michele Young, Kerry Kurtzman, Tammy Bocksberger, Betty DiRegolo, Mike Romero, Don Ferretti, and Nancy Baggett.

Outcomes:

- The parent support system for children with special needs will be enhanced.
- Children involved in the program will be achieving appropriate developmental milestones in a fully inclusive setting.
- Children will enhance their ability to be ready to succeed in kindergarten.
- Mutual benefits and awareness will occur for both the special needs children and typically developed children involved in the program.

Performance Measures:

- Demographics (number of 0-5 served by gender, age, and when services were provided).
- Parent satisfaction survey
- Videos and Photographs
- Inventory of skills for each child
- Early identification rates

What is this data telling us about achievement of outcomes?

• There are more males in special education than females (14-2).

Of the typically developed children screened on the 3 year old tool:

- Of the four classes of three year olds screened on the pre-test, there was a lot of variation between the scores in all areas of the developmental task measuring tool. Less than half of the children were able to count to 10.
- On the pre-test half of the children were not able to catch a thrown ball.
- The whole section relating to motor skills was low for the group on the pre-test
- On the pre-test the whole section relating to expressive communication was also low for the group.
- On the post-test the girls as a group showed dramatic increased improvement in all areas except catching a thrown ball.
- On the post-test the boys showed dramatic improvement in all areas except the expressive communication and motor development- where there was some improvement but the group as a whole still needed to improve.
- As a group on the post-test, boys and girls seemed to need improvement in the same areas, however the boys had significantly lower scores.
- As a group on the post-test all children mastered the following tasks: points to body parts; knows and responds to name; washes hands unassisted; uses toilet independently; accepts changes without undue distress; and pounds, rolls, pulls clay.

For the children with special needs in the morning class given the 3 year old test:

- There were 6 children scored on the pre-test all children were able to separate from their parents and build a block tower.
- The lowest scores were on the following tasks: shifting from parallel to cooperative play; balances on one foot; sentence length; and answering and asking who, what, where, why questions.
- The Integration Assistant works to facilitate the cooperative play between the typically developed children and the children with special needs through coaching and modeling.
- On the post-test, only one of the 6 children was still struggling with shifting from parallel to cooperative play.
- There was improvement in both the fine and gross motor skills sections for all children on the post-test.

For the children with special needs in the afternoon class given the 3 year old test: (there were 7 children scored on both the pre and post test).

- To be ready for Kindergarten both self-help and social emotional skills are needed and this group showed overall improvement in these areas.
- Of the 40 tasks on the post-test, every child in the group mastered the same 24 developmental tasks.

Pictures were shown relating to the outcomes and the inclusive setting. Stories were shared relating to the photos and demonstrating strong growth in the development of the children.

In what ways will we apply what we have learned from our data?

• In order to better understand the data, it might be helpful to put yes or no as the options on the developmental task tool vs red, blue, or yellow.....but then again it is great to see the timeline of the emergence of the skills- from can't do, emerging skill, and can do. Mike will work with them as part of a next step.

Other points that were made during the conversation:

• Developmentally, boys and girls struggle with the same areas, however girls seem to have higher scores overall.

Next Steps:

- Mike will help RUSD & City of Rocklin to organize the data and technically fix some of the developmental task graphs, etc.
- With the early identification rates, Betty has this information and will share it at the next learning conversation.
- The parent satisfaction survey will be administered at the end of the school year and we will be able to look at that data at the next conversation.
- Meet with First 5 Placer again mid November 2005.